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ABSTRACT

This report is divided into three main sections. The first section consists of a short general survey of the state of teacher education in Asia today, with suggestions for improvement. The problem of change-over from an imposed colonial language to the native language is recognized as important. The next section contains a list of conference participants and summaries of the four opening speeches. The third and largest section is a curriculum guide for teacher education developed by the conference participants. This guide divides the curriculum into eight broad areas: 1) foundations of education--philosophical, psychological, and social; 2) teaching materials and methods, evaluation, and research; 3) school organization and administration; 4) student teaching; 5) community and adult education; 6) health and physical education; 7) practical arts--agriculture, animal husbandry, handicrafts, and industrial arts; 8) education for recreation and leisure--music, dance, and drama. Objectives, content, and activities for each area are suggested. (RT)

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CURRICULUM DEVELOPMENT
IN TEACHER EDUCATION IN ASIA

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FINAL REPORT

of the

REGIONAL MEETING OF TEACHER EDUCATORS IN ASIA

convened by Unesco
with the co-operation of
the Asian Institute for Teacher Educators
Quezon City, 23 September - 3 October 1969

Unesco Regional Office for Education in Asia
Bangkok
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The ASIAN INSTITUTE FOR TEACHER EDUCATORS (sponsored by Unesco) was established in the campus of the University of the Philippines at Quezon City following an Agreement between Unesco and the Government of the Philippines. It is an autonomous institution and commenced operation in July 1962.

The programme of the Institute is designed to provide a forum and focal point for those responsible for teacher education in Asia, in order to enable them to meet and exchange experiences, discuss programmes, develop common standards and draw up plans for the development and up-grading of teacher education in Asia.

In pursuance of this purpose, the Institute:

- offers high-level short courses;
- undertakes and promotes studies and research;
- organizes periodical meetings of teacher educators;
- promotes exchange of information on teacher education among institutions in the Region.

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GENERAL REPORT

INTRODUCTION

1.1 Education in the countries of the Asian region is at the cross-roads. The last two decades have witnessed not only a growth of unprecedented dimensions in education, in terms of enrolments and the size of the teaching force, but also the emergence of social forces and aspirations which present new challenges to education. These aspirations are reflected in the urge for 'national development'--a term which includes not merely the hardware of economic growth but also, and more important, social change, development of human resources, and a new awareness of national identity and cultural heritage. In many countries, therefore, the educational systems are in a process of change or, are confronted with the need for a reorientation of their structure, content, goals and purposes.

1.2 In educational development, as in the educational process, the teacher has the central role. His education and training, which are the principal aims of the teacher education programmes, are therefore of decisive importance in all measures of educational reform. While a growing number of teachers has to be prepared every year, the quality of their education is also a matter of equal, if not greater, importance.

1.3 In order to meet the growing concern of the countries in the region regarding improvement of teacher education programmes, a Regional Meeting of Teacher Educators in Asia, authorized by the General Conference of Unesco in its Fifteenth Session (Paris, 1968), was convened by the Asian Institute for Teacher Educators (Quezon City, Philippines) and held its sessions from 23 September to 3 October 1969. For this meeting experts and teacher educators from the Member States in Asia, in their personal capacity, and representatives and observers from United Nations Development Programme (Republic of the Philippines), United Nations Children's Fund, World Confederation of Organizations of the Teaching Profession, Unesco National Commission of the Philippines, the National Institute of Educational Research (Tokyo) and the Ford and Asia Foundations were invited by the Asian Institute for Teacher Educators. The Meeting also had the benefit of participation by some Unesco experts serving in Asian countries. (List of Participants - Annex I).

1.4 The Meeting was opened with statements of welcome by Dr. Alfredo T. Morales, Director, on behalf of the Asian Institute, and by Mr. Raja Roy Singh, Director, Unesco Regional Office for Education in Asia on behalf of Unesco; inaugural addresses were delivered by Dr. Salvador P. Lopez, President of the University of the Philippines and the Honourable Onofre D. Corpuz, Secretary of Education, Republic of the Philippines. (Annex II).

1.5 In its first working session, the Meeting considered its terms of reference (see para 1.6 below); it also adopted its Agenda and Rules of Procedure, and elected the following officers:

Chairman : Hon. Juan L. Manuel (Philippines)

Vice-Chairmen : Dr. Iraj Ayman (Iran)
Dr. Zubeda Zafar Omer (Pakistan)
Dr. Hyun-ki Paik (Republic of Korea)

Rapporteur : Dr. S.B. Adaval (India)

The Meeting held nine plenary sessions. Three Working Groups were set up, whose reports were considered in plenary sessions and incorporated in the Report of the Meeting. The officers of the Working Groups were:

Working Group I : Philosophical, psychological and social foundations of education.

Chairman : Dr. Sudchai LaoSunthara (Thailand)

Rapporteur : Mr. V. Somasundram (Malaysia)

Working Group II : Teaching materials and methods, Evaluation and research, School organization and administration, and Student teaching.

Chairman : Dr. Lau Wai Har (Singapore)

Rapporteur : Mr. Jumagul Bandawal (Afghanistan)

Working Group III : Community and adult education, Health education, Education for recreation and leisure and Practical arts.

Chairman : Dr. Zubeda Zafar Omer (Pakistan)

Rapporteur : Mrs. Nora Tze Hsiung Chu (Republic of China)

1.6 The Regional Meeting was organized as a follow-up of the Expert Committee on Teacher Education which the Director-General of Unesco had earlier convened in Paris on 4-15 December 1967. (Final Report, Expert Committee on Teacher Education, doc. ED/CS/177/6, Paris, 20 March 1968). The Expert Committee on Teacher Education, while pointing out the vital importance of professional studies in teacher education, recommended that "an urgent review of practices and needs in this field be sponsored by Unesco as part of its recommended review of teacher-education programme as a whole". Accordingly, the Regional Meeting was invited to consider the theme Curriculum Development in Teacher Education in Asia, to be studied in the context of the aims and objectives of teacher education in Asia, the issues and problems which have presented themselves in teacher education programmes for primary and secondary levels, and the innovations and new trends in teacher education. The Meeting was also to develop illustrative course contents for the professional courses.

1.7 In its deliberations, the Meeting took note of the recommendations and conclusions embodied in Reports of previous conferences and meetings, notably:

Report of the Regional symposium on the in-service training of primary school teachers in Asia (Quezon City, July 1967);

Report of the Expert committee on teacher education (Paris, December 1967);

Report of the Meeting of experts on curriculum of general education (Moscow, January 1968).

The Meeting also had before it the working documents prepared by the Asian Institute for Teacher Educators as well as the reports of the participants on the situation in their countries.

EXISTING SITUATION IN ASIAN MEMBER STATES

The overall picture of trends and issues that emerged from the discussions in the Meeting and the presentations by the participants is set out in the following paragraphs.

2.1 In Asia, the education of teachers has generally been the concern of the State, and primary teacher education at least, still is the concern of the state in many of the countries. Where secondary teacher education is largely in private hands or universities, increasingly the need is felt to co-ordinate their programmes with those of the state institutions. There are proposals in some countries for breaking the isolation of teacher education institutions from universities and in a few cases, this has been achieved. There is also an attempt to break the isolation of teacher education institutions from the schools themselves. While in some countries supervisors of student teaching are school teachers, and off-campus teaching has become normal, in some others the teacher education institutions have very little connection with the schools around them.

2.2 Though some countries still have not been able to solve the problem of numbers, the increasing emphasis is, generally speaking, on improving the quality of teachers both for primary and for secondary education. For this, the tendency is to increase the duration of teacher education. Where the general education of the entrants is not more than secondary level, the period is now two to four years, and proposals for extending it further are being considered. In-service education is gradually being adopted in most countries for the continuing education of teachers. There is an attempt at reforming the curriculum to suit the needs of national objectives, making it realistic and more practical in terms of the situation in the country. In many countries the language of school instruction has changed from a foreign medium to the national language, and naturally there is an attempt to change over from a foreign medium in the teacher education institutions. This has created problems of securing suitable instructional materials, including textbooks, and solutions to these problems are being sought in many ways. Community education, work experience, practical arts like gardening, handicrafts and home science, fine arts like painting, music and dancing, etc., are being included in the curriculum of teacher education institutions in most countries. With the demand for technical teachers following the diversification of the curriculum in secondary schools and the introduction of agriculture, engineering and other technological subjects, there is a trend in some countries to include the teaching of these subjects also in the curriculum of teacher education.

2.3 In most countries, new methods of teaching like lecture-discussion, small group discussion, problem approach and project teaching are now largely confined to teacher education institutions as "experimental" plans. However, changes are slowly taking place. In a few countries, mass media like radio and television and individualized instruction through programmed learning are being gradually adopted.

2.4 Generally, teacher "certificates" for elementary schools cover all subjects of the curriculum to be taken--language, social studies, arithmetic, science, music, fine arts, physical education and in some countries, home making. In addition there are professional courses which include educational and/or child psychology, curriculum and methods of teaching, moral education and practice teaching. Some specializations have been included in the curriculum in a few countries for teachers who wish to move into secondary education (cf: the peak system in Japan and concentration courses in the Philippines). The question of equalizing salary scales between teachers of elementary and secondary schools of teachers along with the equalization of their basic qualifications is also being considered in countries where movement from one level of teaching to the other has become possible.

2.5 For the education of primary teacher educators, it has not been the practice in many countries to have separate institutions. In some countries, teachers trained for secondary education are still being considered qualified to fill such positions. But in a few others, institutes for primary teacher educators have been or are being established, or separate courses given, and secondary teacher educators are being trained in universities by appropriate courses at the Master's level.

2.6 How far state control of teacher education and the need for flexibility in curriculum development can be harmonized, and how to prepare professionally competent teachers when the level of entrants to the institutions for teacher education is rather below the desired level are two of the major issues for which answers have to be found. In the curriculum of teacher preparation one question raised is whether there should be a general course for all teachers of a nation or different courses for those who wish to teach in rural schools, tribal schools, trade schools, etc. Whether concentration courses are to be provided as electives along with the requirement of all subjects for all in the primary teacher education curriculum, and whether training in research should be given - and if so, how - are some of the other problems posed in the Meeting.

2.7 Another important issue is how to frame the curriculum for teacher education making it functionally consistent with national aspirations and giving it a practical orientation without still over-loading the already over-crowded curriculum. The claims of many languages in multi-lingual societies have to be weighed along with the claims of nation-building activities like community development work to become part of the new curriculum. The proper balance between general and professional education and the balance between the theory and practice of education have to be worked out. If possible, provision should be made in the curriculum for specializations which would enable movement from primary to secondary teaching in countries where salary scales and required qualifications for teaching in elementary and secondary schools are conducive to such movement.

2.8 Then there is the question of examinations. In most Asian countries, it is true to say that "the examination tail wags the education dog". While more and more of internal assessment is being advocated, for one reason or another, centralized examinations still continue to be in vogue in several countries and some at least see definite advantages in having them. How a proper evaluation system can be evolved, therefore, needs careful study.

AIMS AND OBJECTIVES OF TEACHER EDUCATION

3.1 The Meeting noted the recommendation made by the Expert Committee on Teacher Education which met in Paris in December 1967, that the education of teachers should make them capable not merely of adapting themselves to change but of interpreting it to the people if they are to play their part as community leaders in promoting social betterment and universal human brotherhood. The Meeting felt that this has a special significance for the Asian region.

3.2 The Meeting was of the view that besides an enunciation of aims in such general terms, it was necessary to evolve more specific objectives for the development of teacher education programmes in the Asian region. This should, however, be done in such a way as to allow flexibility in the choice of curricular subjects and learning experiences, necessary differentiation in the distribution of time among different parts of the curriculum (keeping in mind the varying backgrounds of the students), and freedom in choosing the procedures for its implementation according to the situation in each country.

3.3 The Meeting recommended that the specific objectives of the curriculum of teacher education be enunciated in terms of behaviour changes and that these be categorized under three broad heads: (1) cognitive, (2) affective, and (3) psychomotor. Such an enunciation could help direct teacher education programmes more clearly and closely towards development of desirable understandings, attitudes, skills and abilities. The Meeting also considered some significant objectives in each of these areas with a view to providing a suggestive list of aims and objectives of teacher education. (Appendix A)

3.4 The Meeting stressed the need for differentiating between the essentials and the non-essentials in teacher education in order to prevent the programme from being cluttered up with irrelevant matter. For this purpose, it is essential to examine and review constantly the relevance of each item in the programme to the clearly enunciated overall and specific objectives of teacher education, and to maintain a proper balance between the elements of learning experiences which are directed to the development of a teacher's personality and those which aim to cultivate his competence as a classroom instructor.

3.5 The Meeting was of the view that the general education of the prospective teacher, his development as an effective personality, and the inculcation of wholesome attitudes are made possible more through the total atmosphere of the teacher education institution than through a formal curriculum. It is, therefore, necessary to pay adequate attention to the building up of a suitable atmosphere in the institutions which would be conducive to the personal development of each student teacher.

PRINCIPLES OF CURRICULUM DEVELOPMENT

4.1 Balance between general and professional education

4.1.1 The curriculum for the initial preparation of teachers normally comprises courses which are (a) general, for the purpose of a broad, liberal education of the individual, (b) academic, which mainly aim at increasing competence in content areas, and (c) professional, which include theoretical studies as well as practical experiences.

4.1.2 The balance between these different elements of the teacher education programme will depend upon (a) the level of education of student teachers, (b) the duration of the programme, and (c) the societal background and the traditions of the country concerned. While adequate attention has to be paid to all the component parts of the teacher education programme designed for different levels, the Meeting recommended that, on the whole, approximately 40% to 60% may constitute the professional area including practical experience, the proportion varying with the length of the course (i.e., the shorter the course, the greater the quantum of professional experience).

4.1.3 The Meeting recommended that school experience being a vital part of the teacher education programme, about 50% of the professional course should comprise practical experience of the teacher's work.

4.1.4 The Meeting felt that the different courses in teacher education should be viewed essentially as integral parts of a total programme and that each course, along with others, be oriented to the development of an effective teaching personality. For the effective organization of curriculum planning, it is necessary that this integrative element is clearly identified and all courses woven around it.

4.1.5 Curriculum development being a cooperative effort, it should actively involve experts in the different disciplines from which teacher education draws for its professional content (e.g., psychology, sociology, philosophy, etc.)

4.2 Practical experience

4.2.1 It is generally recognized that theoretical courses should be closely related to the practical experience of teaching, and should give direction and meaning to it. This, however, is not easily brought about in teacher education programmes. There is imperative need to have a coherent relationship between theory and practice built into the total programme. This may be done through a variety of ways, e.g. : (a) in the discussion of principles, appropriate methods may be brought in to promote the student's understanding and realization that principles cannot be dissociated from practice; (b) close cooperation and coordination may be established between the college staff and the supervising teachers; (c) experienced school teachers may be brought into the teacher education institutions to cooperate with and collaborate in theoretical instruction in the light of their own experiences.

4.2.2 Practical experiences while they are necessarily centred on classroom teaching, should also include a variety of out-of-the-class activities involved in the teacher's job in the school, e.g., organization of co-curricular activities, library reading and community work. Practical experience of classroom teaching should include experience of work in a wide variety of teaching-learning situations, e.g., with or without sufficient equipment, with children of different levels, with heterogenous or homogenous groups, and with rural and urban pupils.

4.3 The role of cooperating schools

4.3.1 While it is desirable to have demonstration or laboratory schools attached to teacher education institutions so as to ensure facilities for organizing practical experiences and experimentation, it should be made possible for these institutions to develop a closer and more intimate relationship with a number of off-campus schools presenting a variety of teaching-learning situations. This will also help the teacher education institutions to have their impact felt more widely and enable them to discharge their responsibilities for school improvement in the neighbourhood more effectively.

4.4 New methods and techniques in teacher education

4.4.1 The Meeting noted that in recent years a great deal of research and development work has been done in evolving new methods and techniques for educational purposes; in a few Asian countries, a beginning has already been made in the use of some of these methods and devices. The Meeting therefore emphasized the need for actively encouraging and facilitating a spirit of experimentation in trying out and evolving new methods and techniques in teacher education in the Asian region, as the old and traditional methods alone cannot provide solutions to the vast problems of teacher preparation. Teacher education, by the very nature of its purposes and functions and its role in an educational system, should spear-head innovation and dynamic growth of education.

4.4.2 The new techniques, methods and media already cover a wide range in their variety and functions. On the one hand, there are machine-based techniques which are opening up new possibilities in the development of educational technology: television (including closed circuit), video tape, language laboratories, radio, television, film loops, etc. On the other hand, there are other techniques which may or may not use machines: programmed instruction, correspondence instruction, team teaching, microteaching, interpersonal analysis, simulation and others. In both cases it is desirable that teacher educators are properly and sufficiently trained to use them as well as guide student-teachers in using them effectively. It should be understood that these devices can yield satisfactory results only when used properly and with adequate preparation.

4.4.3 High priority should be accorded to the development of programmes designed to test and adapt the new techniques and evolve others which may be appropriate to the conditions in the countries of the region. Teacher education institutions have a vital role to play in developing these programmes.

4.4.4 It is necessary for teacher education institutions themselves to adopt those methods and techniques of education which they advocate for use by others. This would not only provide teacher educators with more experience in using these techniques in different settings, but also set examples for others to follow. These methods and techniques will be directed primarily towards promoting a spirit of enquiry, self study, group work, in the students.

4.5 Methods of evaluation

4.5.1 No improvement in teacher education programme can be lasting without a corresponding improvement in the system of evaluation and examination. Somehow, examinations tend to dominate the programmes of teacher education while it should be the other way round. It is, therefore, suggested that a scheme of appropriate tests and examinations for continuous assessment of student achievement in different subject areas be adopted in the teacher education institutions as an integral part of the curriculum development programme.

4.5.2 Evaluation of student teaching should be made as objective as possible by using new techniques and instruments like rating scales, etc. Continuous assessment can be made possible by making supervisors of practice teaching and the cooperating teachers increasingly responsible for this assessment.

4.5.3 Efforts should be made to see that evaluation reform in teacher education is aimed, among other things, at encouraging students for self-evaluation.

4.5.4 With increasing adoption of internal assessment of student achievement by different teacher education institutions, it will be necessary to organize accrediting agencies for bringing about some kind of uniformity in standards and also for ensuring a satisfactory level of student achievement and institutional performance.

4.6 Research and experimentation in curriculum

4.6.1 The Meeting agreed that research and development should have a central role in any programme of teacher education, which would otherwise be sterile and unresponsive to the ever-growing needs of society. Curriculum development being an important component of such a programme, continuous research and experimentation is needed in order to make it dynamic, progressive, and related to the national school system.

4.6.2 Research in curriculum development should cover professional courses in the programme--both theoretical and practical--as well as content courses at school and higher levels. It will also involve study of the implications of investigations on such connected areas as objectives, methods and processes, teaching materials and evaluation in teacher education.

4.6.3 While acknowledging that every teacher educator owes it to himself and to the profession to study scientifically the day-to-day problems he meets with in his own subject, the Meeting recommended that selected teacher education institutions or groups of such institutions should set up Research Units for Curriculum Development with full-time and/or part-time staff and all necessary equipment for carrying out individual or cooperative research and experimentation. Such Units could make an interdisciplinary approach to educational research, involving in their projects educational administrators and specialists in philosophy, psychology, sociology, economics, political science, anthropology and other disciplines which have a vital bearing on teacher education. It would be desirable to coordinate the activities of such Units through central agencies at provincial, national and regional levels, so as to avoid wasteful duplication. Such agencies should also serve as clearing houses for the dissemination of information and as centres for information retrieval.

4.6.4 The Meeting suggested the following topics as of immediate relevance to be taken up by the Research Units for study with necessary modifications to suit the needs of different countries:

1. The relationship between teacher education curriculum and the needs of the school system.
2. The role of cooperating schools in student teaching.
3. The effectiveness of foundation courses in the development of teaching competence.

4. Integrated teaching of content and method courses.
5. The effectiveness of various methods of instruction used at higher levels.
6. Practical experience comprising teaching practice and internship.
7. Sequential and sandwich programmes in teacher education.
8. The use of the Process Approach in the teaching of science and in mathematics courses.
9. The effectiveness of the various methods of teaching school subjects.
10. The effectiveness of different types of supervision of student teaching.
11. The problem of student teacher involvement in curriculum planning.
12. The effectiveness of block teaching practice as against periodic practice.
13. The teacher education curriculum as a responsibility of the whole university.
14. Practical experience as a basis for the study of theoretical subjects.
15. Curriculum analysis with a view to identifying the essential elements and refining the curriculum for teacher education.
16. New methods and techniques such as correspondence courses, programmed learning, closed circuit television, etc., for improving the effectiveness of the teacher education programmes.

TOWARDS AN INTEGRATED TEACHER EDUCATION PROGRAMME

5.1 The Meeting noted the growing trend in the Asian region of considering the entire period of schooling as one continuous unit. The artificial division of the school programme into primary and secondary is being gradually discarded. This will, in future, eliminate the classification of teachers into two types: primary and secondary; and result in unifying the teaching profession. Hence, the need for a common teacher education programme to cover both primary and secondary school teachers together.

5.2 A common teacher education programme will meet the needs of all prospective teachers whether they intend to teach in the primary or the secondary grades of the school. A programme of this kind has to be developed on the basis of an integrated curriculum which should lend itself to adaptation in order to suit the conditions and requirements of each type of teacher education in the transitional stage. The adoption of a common approach is bound to facilitate mobility of teachers from primary to secondary schools and vice-versa, and to promote the development of a unified profession (thus raising its status). The association of all levels of teacher education with the universities or other institutions for higher education and the involvement of teacher educators in an integrated curriculum will in particular help in upgrading primary school teaching and teachers education.

5.3 The Meeting noted the difficulties in adopting the integrated curriculum approach in the present conditions and circumstances prevailing in the Asian region. The increasing demand for teachers in most of the Asian countries, consequent upon the rapid expansion of schooling, has made it difficult for them to upgrade entrance qualifications for teacher education. Financial constraints, again, may make it difficult for some countries to upgrade the qualification requirements of teachers and introduce common salary scales for them. In countries where the entrance qualifications for primary and secondary teacher education are the same, implementation of the integrated curriculum will not present any real difficulty. In others, the change may have to be phased over a period of time. The phased programme might comprise the following steps:(i) identifying curricular elements which are common in the preparation of teachers at the two levels and incorportating them in their respective curricula, (ii) facilitating movement of teacher educators between the two types of training institutions, (iii) arranging for the sharing of facilities and teaching resources by teacher training institutions, and (iv) establishing in secondary teacher training institutions parallel arrangements for the preparation of teachers and teacher educators for first level education.

5.4 One real constraint in implementing the integrated curriculum approach is the dearth of teaching materials in the Asian languages for use in teacher education institutions. The need for such material will be even more pressing if and when the curriculum is reorganized in consonance with felt needs on the one hand and new trends and progressive practices on the other.

5.5 In most countries in the Asian region there is a shortage of adequately qualified teacher educators for the preparation of primary and secondary teachers. Some countries in Asia have already organized special programmes for the education of teacher educators, particularly for the primary level. The Meeting stressed the urgency of instituting similar programmes for the preparation of teacher educators in every country in Asia.

SUGGESTIONS FOR A CURRICULUM

6.1 Taking into account the existing curricula for the preparation of teachers at different levels, the Meeting identified the following broad areas which an integrated curriculum might cover, recognizing however that the forms in which these subject areas are combined, the weight given to each and its level of treatment must necessarily be adapted to varying needs of student teachers and their background:

I. Foundations of Education: philosophical; psychological; social.

II. Teaching materials and methods, evaluation and research.

III. School organization and administration.

IV. Student teaching.

V. Community and adult education.

VI. Health and physical education.

VII. Practical arts.

VIII. Education for recreation and leisure.

6.2 In order to indicate the possible scope of the above subjects in a curriculum, the Meeting developed in outline an illustrative "course content" in each subject. (Appendix B). The Meeting emphasized that these course contents were no more than illustrative and were intended only to provide a starting point for a fuller and more detailed analysis (in terms of specific behaviour objectives, knowledge, understandings and skills) which the Meeting hoped would be undertaken in the countries of the Region.

WAYS AND MEANS OF DEVELOPING AN INTEGRATED CURRICULUM

7.1 Administrative arrangements

7.1.1 The Meeting felt that the development of an integrated curriculum would be facilitated if some flexibility and adjustments in administrative arrangements at the national, local and institutional levels were brought about. It would be necessary to have a coordinating authority at the national level. Universities, government, and professional organizations as well as other agencies connected with teacher education may jointly constitute this authority.

7.1.2 In order to remove the isolation between different types of teacher education institutions, between teacher education and the universities, and between teacher education institutions and the schools, all these agencies should be involved in curriculum development through appropriate coordinating bodies organized at the local and provincial levels for this purpose.

7.1.3 The Meeting suggested that countries may explore the possibility of evolving common service conditions and qualifications for all teacher educators in the interest of unifying the different levels of teacher educators and enabling them to deal more effectively with the proposed integrated curriculum. It may also be advisable to recruit more subject matter specialists with teacher education qualifications to staff the teacher education institutions.

7.2 Preparation of instructional materials

7.2.1 Instructional materials are an integral part of curriculum development process. In developing an integrated curriculum therefore, immediate attention should be given to the preparation of textbooks, reference material and other aids at the national and regional levels.

7.2.2 The Meeting further emphasized the need for preparing teaching equipment like film loops, video tapes, etc. for use in effectively implementing the integrated curriculum.

SUGGESTIONS FOR FUTURE WORK

The Meeting resolved that the following measures be suggested for adoption at various levels to implement the recommendations.

1. For implementation by teacher education institutions

(i) The staff of teacher education institutions should get together occasionally, preferably at the beginning of each semester or term, to discuss how each aspect of the education programme in their institution could be made as practical as possible and related to the actual needs of the school system.

(ii) The staff of each teacher education institution should take up at least one project each year for the preparation of instructional materials, which are not available in the medium of instruction being used in that institution.

(iii) The staff of each teacher education institution might organize periodical workshops to explore the utilization of new methods, techniques and devices, and thereby, additionally acquire facility and competence in organizing group and panel discussions, committee or group work, open forums, role-playing, case studies etc. for use in their work.

(iv) Workshops might be organized for teacher educators on new methods of evaluation that emphasize thinking and reasoning rather than rote learning.

(v) Some selected teacher education institutions in each country might be strengthened and equipped to experiment with an integrated teacher education programme meant for both primary and secondary schools. The experience gained and the leadership developed through such experimentation could then be utilized in implementing the idea on a wider scale.

(vi) It was realized that not all teacher educators could engage themselves in sophisticated research. However, all of them can be encouraged to undertake simple action research relating to the problems they face in their own work as teacher educators. A research unit might be formed in each teacher education institution in order to help and support research work aimed at the improvement of teacher education practices which would be undertaken by the faculty, students, or alumni of that institution.

2. For implementation at the national level

(i) Seminars and workshops might be organized in every Member State to examine the recommendations of the Meeting and work out detailed syllabi for a revised curriculum for primary and secondary teacher education, in a way consistent with the situation in each country.

(ii) As a part of in-service education, seminars for teacher educators might be organized at the national and/or provincial levels for the following purposes: finding ways and means for making teacher education as practical as possible and suited to the needs of the school system; learning more effective methods of teaching other than what they ordinarily use in their work; enabling them to implement effectively the integrated curriculum of teacher education. It is essential that the new methods be actually demonstrated to teacher educators and their full implications for learning discussed.

(iii) Councils for Research on Teacher Education might be set up both at the national and the provincial levels to coordinate the research activities pertaining to teacher education in the country.

(iv) Opportunities should be provided, as far as possible, to teachers with inadequate qualifications to upgrade them through various in-service courses. These courses would be so organized as to lead eventually to one or other university degree.

(v) National Centres should be established for the production of teaching materials such as textbooks, teachers' guides, student teaching manuals, educational films, etc. and for research and development in the new techniques applicable to teacher preparation. Where a national centre already exists, it should be strengthened, equipped and assisted financially to carry out experimental and development work on these new techniques and to engage in the production of materials for use in teacher education institutions. Such centres could stimulate teacher educators in this direction by organizing periodical workshops or by providing expert guidance.

(vi) The traditional system of assessment through a single external examination should be replaced by more effective methods of continuous assessment which emphasize regular work, self-study on the part of the students, and which measure student achievement and progress in relation to the objectives of the teacher education curriculum. It would be helpful to organize short-term courses of training in methods and techniques of evaluation to enable teacher educators to use such methods effectively.

(vii) Special institutions or programmes for the preparation of teacher educators should be established at the national level in each country. In addition, the departments of education in universities might be encouraged to set up special programmes for teacher educators at the Master's level. In this connection, the Meeting wishes to draw the attention of Member States to "A Blueprint for the Establishment of National Centres for the Special Training of Primary Teacher Educators", prepared by the Asian Institute for Teacher Educators, which could serve as a useful guide for action.

(viii) This Meeting on "Curriculum Development in Teacher Education in Asia" should be followed up by similar meetings in the various Asian countries, using its report as a working paper.

3. For implementation at the regional level by the Unesco Regional Office for Education in Asia and the Asian Institute for Teacher Educators

(i) Sub-regional workshops composed of both primary and secondary teacher-educators as well as top-level administrators in charge of teacher education programmes and institutions might be organized to study more deeply the details of the integrated curriculum and to further discuss the ways and means of implementing it. It would be advisable to seek the cooperation of other regional organizations and agencies engaged in educational activities while planning these workshops.

(ii) The Unesco Regional Office and AITE might serve as clearing houses for materials produced in the region bearing on the teacher education curriculum. Whenever necessary such materials would first be translated into English and French.

(iii) Whenever possible research materials and educational journals published in national or provincial languages should carry tables of contents and abstracts in a language or languages widely used internationally so that scholars in other nations may have access to such literature.

(iv) The Unesco Regional Office and AITE might provide technical and financial assistance for the organization and operation of the national workshops convened for the production of teaching materials.

(v) Regional and sub-regional seminars might be organized for the study and demonstration of the techniques involved in the utilization of the new methods of teaching and learning and for the discussion of their learning outcomes.

(vi) AITE should conduct research studies on the comparative effectiveness of different methods used in teacher education on a regional basis, with special attention to the adaptation and use of new educational techniques.

(vii) Special workshops and training courses on methods of evaluation in teacher education might be set up for teacher educators. These courses would cover both the evaluation of students' achievement and the evaluation of the teacher education programme as a whole or of any one of its component parts.

(viii) AITE could play a greater role in curriculum development by organizing more intensive courses and studies on problems relating to the curriculum of teacher education, and enlarge its training programme by incorporating more practical activities in this area.

(ix) AITE staff might extend their services to the Asian Member States specifically by cooperating in the implementation of their institutional and national programmes as provided in the recommendations of the Meeting; and Unesco might be urged to consider the staffing needs of AITE for this purpose.

(x) AITE might set up a panel of experts composed of Asian teacher educators: this panel would act in the capacity of a consultative and follow-up group in regard to the implementation of the programmes of AITE and would keep it informed of the progress achieved in the teacher education projects, and the problems faced in this regard, in the Asian Member States.

(xi) Information regarding research studies and innovations relating to the teacher education curriculum carried out in the many teacher education institutions of the Asian countries should be collected, abstracted and published by AITE along with similar materials from other countries. This would help in disseminating the current thinking on curriculum development more widely and promote international exchange of ideas among educational workers.

ANNEXES

I : List of participants

II : Opening addresses

List of Participants

1. EXPERTS

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Republic of the Philippines, Manila

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Mr. J.A. Britton
Unesco Expert in Educational Research and Development,
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Mr. Pedro F. Abella,
Executive Secretary, UNCP

Chairman, Committee on Education

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3. UNESCO SECRETARIAT

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Unesco, Paris, France

Mr. P. Cailhau,
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4. ASIAN INSTITUTE FOR TEACHER EDUCATORS

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Mrs. Penelope V. Flores,
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Dr. N.P. Pillai,
Unesco Expert in Teacher Education

Mr. Mason S. Chen,
Unesco Expert in Teacher Education

Mr. Owen W. Reid,
Colombo Plan Expert in Curriculum Development

Dr. M.S. Patel,
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5. INTERPRETERS

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OPENING REMARKS OF DR. ALFREDO T. MORALES,
Director, Asian Institute for Teacher Educators

President Lopez of the University of the Philippines, Secretary Corpuz of the Department of Education of the Philippines, Director Singh of the Unesco Regional Office for Education in Asia, distinguished participants in the 1969 Regional Meeting of Teacher Educators in Asia, distinguished guests, ladies and gentlemen:

The development of education in the Asian Member Countries of Unesco according to the Karachi Plan called for the establishment of Asian regional centres, one of which is AITE in the Philippines, and the special purposes and functions specified for this Institute include the organization periodically of high-level regional meetings, conferences, and symposia. It is in fulfilment of this purpose and function that AITE has convened this Regional Meeting on the theme of Curriculum Development in Teacher Education in Asia. Our meeting seeks not just to further the discussions held earlier on teacher education by an international expert committee in Paris, but mainly to analyze, to promote and share a common understanding of, and to cooperate in solving some of our own problems of teacher education in Asia.

AITE is deeply appreciative and grateful for the generous and gracious cooperation extended by the Asian Member Countries of Unesco in participating in this regional meeting, and for the presence here of distinguished and highly esteemed Asian scholars, and the presence of our colleagues from various Unesco projects and from cooperating international organizations. They have come from across far distances and have set aside much pressing and high responsibility, and many other urgent activities to work with us. With our gratitude, we also express our feeling of confidence that all their help in this meeting will assure its success for the educational advancement and ultimate happiness of the people of Asia and of the rest of the world.

REMARKS OF MR. RAJA ROY SINGH,
Director, Unesco Regional Office for Education in Asia

Your Excellencies, Dr. Morales, Ladies and Gentlemen:

It is a great pleasure, and honour for me to extend, on behalf of Unesco, a warm welcome to you and to thank you for responding to our invitation to attend the Regional Meeting of Teacher Educators in Asia.

We are fortunate to have with us distinguished scholars and teacher educators from sixteen of our Member States in Asia, representatives of United Nations family of organizations, professional organizations, foundations and experts representing a rich variety of experience.

The convening of this Regional Meeting was made possible because of the facilities extended to us by the University of the Philippines. May I, on this occasion, on behalf of my Organization pay our tribute of appreciation to the University for the cooperation, support and guidance which have enabled Unesco to associate with the Asian Institute for Teacher Educators in serving the Asian region in the crucial sector of teacher education. We thank you, Mr. President, for your help and leadership.

We are grateful to the Government of the Philippines, its Department of Education, the Unesco National Commission and various Government agencies for the courtesies and consideration extended to this Meeting and the encouragement they have given us all along in developing and strengthening international and regional cooperation. Our special thanks are due to the Honourable Secretary of State for Education for the keen interest he has taken in all our programmes and especially for his presence with us this morning in spite of the many heavy calls on his time and attention.

WELCOME ADDRESS BY DR. SALVADOR P. LOPEZ,
President of the University of the Philippines

There is great timeliness in this Regional Meeting of Teacher Educators in Asia here at this stage of our regional awareness. Nine years ago, it would have been difficult for one to open a conference of this nature without resorting to the platitudes of "international goodwill" or "closer relations among Asian nations." This would have been the case nine years ago because, to make a frank admission, the various societies in Asia were still suffering from the apartness, from each other, that had been imposed by the unhappy history of colonialism in the region.

No doubt there existed agreements between governments, either of a political, military, or cultural nature, but there was not the so-called "people to people" rapport among Asians. Least of all was there close collaboration, on the level of ideas, among Asian institutions of learning. Nor could it have been said that the idea of exchange and of consensus on common problems pervaded the thinking of our educators.

The radical change that has happened in the climate of the Asian region may be indicated by the circumstances within Philippine educational institutions. Two principal ideas motivate the ferment in our schools, colleges, and universities today, namely: the need for a re-orientation of our curriculum from pervasive western influences to the more indigenous aspects of our culture; and the recognition that the Asian continent in general will ultimately have a powerful impact on the national consciousness and on the life of our society - a fact which requires that we give emphasis to the study of the various Asian societies and cultures, and strengthen our relations with them.

Of these two central ideas, the second one, I think, has special relevance to the discussions of this Meeting.

The controlling assumption in this thinking is that Asia is One. The obvious divergences in our cultures derive not so much from an inherent divisiveness as from the fact of our respective colonial histories. Thus, to give but one example, Indonesia had to respond to Dutch influence, separating it from the Philippines which responded to Hispanic and American influences; these two countries, in turn, found themselves alienated for a long time from the rest of the Malayan world which was controlled by the British.

The educational institutions that were established in this region, therefore, reflected divergent philosophies of enlightenment and, also, different orientations. Upon the initial achievement of statehood by the various nations in the region, however, their energies were harnessed towards giving meaning and substance to their new independent status. That is why it took some time - only at the second half of the 20th century - for a really meaningful regional consciousness to grow in Asia. This Meeting is a manifestation of that consciousness.

It is in this spirit that I welcome the delegates to this Regional Meeting. We are honored by your coming to the Philippines, and we are happy that you are here to explore together the possibilities of more meaningful cooperation among Asian teacher educators on a problem which lies at the very center of their common concerns, namely, the development of the curriculum. It goes without saying that education can become relevant to the needs of the national society only if the education of teachers itself is constantly oriented toward the creation of a corps of teachers who are keenly aware of the need for relevance. I take it that this is the essential purpose of your meeting.

ADDRESS BY HONOURABLE ONOFRE D. CORPUZ,
Secretary of Education, Republic of the Philippines

This is perhaps the first occasion when Asian teacher educators have gathered together to start what we hope will be a continuing effort to develop curriculum materials for teacher education which are "relevant, in level and approach, to the realities of childhood and of family and community life in particular environments." Relevance to reality is indeed a most important element of the theme of your efforts. Education, to be valid, must be related to life - that is the life of men and of communities. Education, therefore, must be a mirror of the realities around us. I think many of us would agree that some of the problems of the modernizing nations in Asia flow from the fact that in these times of strengthened consciousness of our Asian identity, we operate educational systems that reflect the cultures of non-Asian societies.

On the other hand, education must not merely be a mirror of realities; it should not merely reflect poverty, unemployment, ignorance, mal-administration and social irregularities. To be significant, education must also be a mirror of our higher aspirations. In other words, education must not simply inform the pupil about things that are; it must elevate his consciousness to that higher level of what his life and the national life can be and should be. An effort has been going on these past years in the Philippines to review and improve our own teacher education curricula. If I might summarize our thinking and efforts thus far, we are looking forward to a situation where our teachers are trained to teach our pupils the Philippine studies that will stamp our education with the spirit of Filipinism, the ethics and character training that will be conducive to order in our society, and the science and technology that will generate that tension between tradition and modernization which is essential to produce progress. In short, we hope to achieve a focus on our national culture, stability in society and the tension that is the pre-requisite and character of development.

We are therefore expecting to profit from the lessons and ideas that this seminar will yield. Sharing ideas and working together in the fundamental area of teacher education is one of the most vital recent trends in Asia. It is also a natural development, since, after all, we Asians share so many similarities in the landscape of our terrain, our social systems, and our aspirations.

I, therefore, take this opportunity to express appreciation to Unesco, - both in Paris and in Bangkok -, to the Unesco National Commission in the Philippines, to the Asian Institute for Teacher Educators in Asia and to the University of the Philippines, for making this meeting possible, and lastly, to all, my welcome to you.

APPENDIXES

A. Report of the Committee on aims and objectives

B. Suggested course content:

   I. Foundations of education
   II. Teaching materials and methods, evaluation and research
   III. School organization and administration
   IV. Student teaching
   V. Community and adult education
   VI. Health and physical education
   VII. Practical arts
   VIII. Education for recreation and leisure

REPORT OF
THE COMMITTEE ON AIMS AND OBJECTIVES
as approved by the Meeting

The Expert Committee on Teacher Education which met in Paris in December, 1967, pointed out that the education of teachers should make them capable not merely of adapting themselves to change but of interpreting it to the people if they are to play their part as community leaders in promoting social betterment and universal human brotherhood. The peoples of Asia possess deeply-rooted traditional cultures and values. Teacher education should enable future teachers to appreciate the dynamic elements of their culture and to contribute to its growth. It should also foster the spirit of disciplined inquiry and an understanding of the methods and achievements of science as a factor of vital importance for human welfare. Modern science and technology have now entered the Asian scene; teacher education, therefore, must contribute to the dissemination of basic scientific knowledge and the acquisition of the essential attitudes and skills in this area. It should help future teachers to utilize the resources, natural and social, which the local environment as well as technology increasingly place at their disposal, as well as the whole range of modern teaching aids and educational techniques.

The Meeting feels that, besides an enunciation of aims in such general terms, it is necessary to propose more specific objectives for curriculum construction in teacher training institutions. It is realized, however, that as the participants in the Meeting represent a large number of Member States in such a vast region,only a broad framework of objectives can be suggested here to serve as a starting point for further elaboration at the national level. In this connection, it is felt that attention should be paid, while formulating a teacher training curriculum, to such important principles as flexibility in the choice of curricular subjects and learning experiences, necessary differentiation in the distribution of time among the different parts of the curriculum keeping in mind the varying backgrounds of the students to be trained, and freedom in choosing the procedures to be adopted for its implementation. Following the taxonomy suggested by Dr. Bloom, the objectives of the curriculum of teacher education can also be categorized under three broad heads: (1) cognitive; (2) affective; and (3) psychomotor. They should deal with knowledge, understandings and appreciations; emotions and attitudes; and technical skills.

Again, any formulation of the objectives of teacher education has to take into consideration the needs of the children who will be taught by the teachers who are being trained, the social environment in which the schools have to function, and the essential purposes of the various disciplines or subjects that are included in the curriculum both at the school level and at the teacher training level. It is necessary, in this connection, to keep in mind the close relationship that exists, or should exist, between the objectives of school education on the one hand and those of teacher training on the other. The Meeting stresses the need to differentiate between the essentials and the non-essentials in teacher training in order to prevent the programme of teacher education from being cluttered up with a great deal of irrelevant matter.

The Meeting is also of the opinion that it would be useful to formulate the objectives of teacher education not merely in terms of the knowledge and understandings to be imparted and the skills and attitudes to be developed but also, to the extent possible, in terms of specific behaviour changes to be effected in student teachers. There is need, therefore, for a certain amount of boldness in formulating the aims and objectives of teacher education if the programmes in Asian teacher training institutions are not to be merely imitative of programmes in other parts of the world. In a fast changing world, it is necessary that the Asian teacher of to-day and to-morrow should be change- and innovation-oriented to help him to find new solutions to new problems.

The Meeting also feels that the programmes of teacher education should be designed to maintain a proper balance between the development of a teacher's personality and his competence as a classroom instructor. One not infrequently finds that one or the other of these two aspects of teacher training has been overemphasized to the detriment of the other.

The Meeting proposes the following set of general objectives for teacher education for the consideration of teacher educators:

1. To help student teachers in acquiring understandings including the following:
    a) To understand the developmental needs of children at various stages of their growth.
    b) To understand the developmental needs of society in a scientific age.
    c) To develop insight and sympathetic understanding in regard to the development of the individual as citizen.
    d) To understand the philosophical, sociological, psychological, historical and economic bases of education and the factors which influence education.
    e) To acquire a sound knowledge of the subjects taught in the school and their contribution to the overall education of the child.

2. To help student teachers in acquiring skills and abilities including the following:

    a) Clear expression of thought in fluent and correct speech.

    b) Ability to build up curricular content around different units of activities and experiences and to evaluate its appropriateness.

    c) Ability to evolve and adapt methods and techniques suited to different situations and to evaluate their effectiveness.

    d) Ability to understand individual differences and to individualise instruction.

    e) Ability to organise teaching-learning experiences enlisting the maximum involvement of children in the learning process.

    f) Ability to improvise and use teaching aids suited for imparting education.

    g) Ability to produce, appreciate and evaluate critically children's literature in various subjects and to help pupils to use books for reference purposes.

    h) Ability to assess children's achievement and to plan programmes of enrichment and remedial teaching as necessary.

    i) Ability to organise schools as self-governing, creative, co-operative and democratic communities of pupils and teachers.

    j) Ability to evaluate the impact of the school on the community and to locate strengths and weaknesses of the school programmes.

    k) Ability to formulate the goals of different activities in the school and the community, to organise activities, to maintain records of work done and to evaluate outcomes.

    l) Ability to build up relationships, to foster inter-group, national and international understanding and emotional integration, and to work with people - children, fellow teachers, parents and other community members.

    m) Ability to conduct empirical child studies in order to identify children's needs, urges and attitudes.

I

FOUNDATIONS OF EDUCATION

A. PHILOSOPHICAL

Introduction

This course is planned with a view to applying principles of education to actual educational processes and modifying them in the light of educational experiences. In order to promote the development of understandings and appropriate points of view regarding philosophical concepts as they relate to educational practices and policy-making, this procedure will be more suitable with young teacher trainees than a formal course in philosophy couched in abstract terms. In the discussions, the necessary historical background and references to comparative education may be given, keeping in mind the level at which the course is taught.

The course should create interest in student teachers to explore gradually the nature and function of philosophy. It should help them (1) to understand how competing philosophies affect education differently; (2) to find their way among the multitude of theories, systems and techniques with which they will be confronted at one time or another when they are teachers; and (3) to follow a creative path in teaching, that is, to construct their own methods and approaches, in the light of a well integrated philosophy of life and of education related to that life.

Objectives

The course is intended to help student teachers:

1. Realize that an education system is the action plan for translating a nation's philosophy into practice.
2. Examine how far the present educational system in any country is based on or related to its own philosophies and how far it is not.
3. Understand the philosophical background of the aims, organisation and practices of education in the country.
4. Develop interest in the writings of educational philosophers and examine their impact on contemporary education or on the evolution of educational theory.
5. Cultivate the spirit of enquiry with regard to problems of education and develop the ability to relate them to philosophical principles and methods.

Outline syllabus

1. The nature and scope of philosophy: nature of philosophical methods and analysis; problems of philosophy.

   In a comparative and historical setting, introduction to philosophy as (a) an integrated view of reality, (b) a system of values, and (c) an analytic and integrating method of enquiry.

2. Philosophy and education: examination of the philosophical foundations and implications of the leading concepts and problems of education (in a historical - comparative - analytic setting).

   (a) Aims and objectives of education: individual and social aims and their relationship; their influence on and reflection in education systems and educational practices.

   (b) Freedom and discipline: evolution of ideas of freedom and discipline, and their relation to the societies and to educational systems.

   (c) The content of education: examination of the structure of knowledge and subject areas; their inter-relationships and influence on curriculum, methods of teaching and evaluation procedures.
   Concepts of education designed to harmonize different fields of enquiry (e.g. scientific - technological and liberal education).

   (d) National philosophies and education: leading concepts in national philosophies relating to society and man and their reflection in education; common elements with other philosophies and appreciation of unifying concepts underlying them.

   (e) Educational problems in their philosophical aspects: education as a means and as an end; equalization of educational opportunity; right to education and obligations arising therefrom; access to education; education for tolerance and international understanding.

3. Education and values: the concepts of values; their relationships with views about man and society; the value system in present day society - intellectual, social, aesthetic, moral and spiritual; education in relation to value system and moral imperatives; ethical values of the teaching profession.

FOUNDATIONS OF EDUCATION

B. PSYCHOLOGICAL

Introduction

The syllabus in the Psychological Foundations of Education outlined here includes topics that are considered essential in the preparation of teachers for both primary and secondary schools. The depth and breadth of treatment of each topic will vary with the time available for the course and the academic background and maturity of the students taking it; and the teachers of the course will decide how intensively or extensively they would deal with the different topics. Some topics may require greater emphasis in courses for elementary school teachers, and others in courses for secondary school teachers. Examples of these are the psychology of childhood and the psychology of adolescence. Teachers of the subject at the two levels may, therefore, feel free to adapt the syllabus to suit the needs of their students.

The course aims at developing (1) an understanding insights of psychological principles in the educative process, and (2) the ability to guide and organise the teaching-learning process.

Objectives

Generally stated, the course will attempt to equip teachers with knowledge of the fundamental principles of psychology as applied to the development and education of children. Specifically, it will:

1. Give prospective teachers essential knowledge of the multiphasic growth and development of children, both as individuals and as members of various groups.
2. Help them realize that each child is a unique individual even though children at the various stages of development have common mental traits and physical characteristics.
3. Help them appreciate the influence of the socio-cultural environment on learning.
4. Help them understand the essential principles of the teaching-learning process in order to apply them in their work as teachers.
5. Equip them with knowledge of the principles of mental health which are basic to the development of a wholesome personality.

6. Prepare them to guide and help pupils in their personal and educational problems.
7. Encourage self-evaluation in respect to their growth and effectiveness as teachers.

Outline syllabus

1. Psychology: meaning, nature, scope and methods of study.

   An introduction to psychology with emphasis on (a) its major areas of scientific enquiry, (b) approaches to the understanding of human behaviour, (c) procedures in deriving psychological principles.

2. Psychology and education: discussion of selected psychological concepts and principles necessary for understanding child and adolescent behaviour and as applicable to the educative process.

   (a) Dynamics and determinants of human behaviour - individual and social: (i) at various stages of human growth and development; (ii) for different learning situations (emphasis should be placed on the physical, emotional, intellectual, cultural and social factors, including the classroom and school setting, and their contributions to individual differences); (iii) maturation and readiness.

   (b) The learning process: (i) concept acquisition and intellectual development; (ii) special abilities and aptitudes; (iii) intellectual processes - thinking, problem-solving, creativity, etc.; (iv) role of motivation, interest, discipline, social climate, etc. in learning.

   (c) Learning theories and their application: (i) selected theories of learning (e.g. stimulus-response and field theories) and their implications for teaching; programmed instruction; transfer of training; (ii) learning difficulties and remedial teaching; (iii) interests, attitudes and values, social and moral development.

   (d) Mental health and personality adjustment.

   (e) Appraisal of learning and teaching: (i) educational and psychological testing; the statistical treatment of measurement data; (ii) the developed personality of the learner and the teacher from the point of view of both the individual and society.

   (f) Educational guidance and counselling.

Suggested activities

Through the practical activities outlined below an attempt should be made to relate what is learnt in the lecture room to the students' own observations and personal experiences and to lead them to a reconsideration and, wherever necessary, a reconstruction of the theoretical principles.

1. Observation and study of: (a) children, as individuals and as members of a group, in their work and play; (b) exceptional children and their special interests and abilities; and (c) individual differences in pupils of a given age group or a single class. Discussion of reports on such studies.
2. Examination of selected intelligence tests and other instruments used in psychological investigations, to find out their format and content.
3. Simple experiments to demonstrate the operation of certain laws, or the application of certain principles, of learning.
4. Classroom observation to learn how good teachers motivate their pupils and create and sustain interest.
5. Organizing group discussions for promoting group thinking and democratic leadership.
6. Viewing of films on various aspects of child behaviour and conducting discussions on them.
7. A case study of an emotionally or socially maladjusted child, followed, at a later stage, by a group presentation and discussion of a few selected case studies.
8. A study of the problems of children who shirk work or of those who do not actively participate in class activities in order to understand the causes of such behaviour.
9. Visits to special schools, mental hospitals, child guidance clinics, etc.

FOUNDATIONS OF EDUCATION

C. SOCIAL

Introduction

Education being a sum-total of the influences to which an individual is exposed, consciously or unconsciously, through social forces and agencies, studies and researches in the social sciences have greatly influenced the contemporary theory and practice of education. The child's growth and development are largely the product of his socio-economic environment and, therefore, his relationships with his family, playmates, school and community should be a matter of great concern to teachers. The obligation of the state and society to educate the young should not be exercised in a way which might undermine the foundations of the fundamental freedoms of the individual if we are not to stifle the free mind at its source. A study of the limitations stemming from social and economic factors is also essential to educational planning and organization.

The course on "Social foundations of education" relates education to facts, principles and theories drawn from the social sciences such as sociology, economics, political science, anthropology, geography, etc. The teaching of this course should, therefore, stress the interrelationships of these facts and principles and their direct bearing on educational problems. The study should essentially be of a practical nature and closely related to the observation of the experiences and behaviour of children in various social environments.

Objectives

The study of the social foundations of education will help the student teachers:

1. Understand the bearing of social sciences on education.
2. Appreciate the role of social institutions in the development of the child.
3. Realize the importance of group life, group work and develop skills in co-operation.
4. Understand the structure and functions of the school and of educational system in relation to the total social structure.
5. Appreciate the role of social and cultural forces in shaping the ideas and attitudes of individuals.
6. Understand the functions of the school as a community.

7. Become aware of the causes and effects of social tensions and conflicts for the development of social welfare and international understanding.
8. Realize the dynamic nature of culture and growth resulting from changes.
9. Understand the significance of social change for progress and the role of education in bringing about such change.
10. Consciously promote ideas and actions which will contribute to the realization of the ideas of one world and a world government for all mankind.
11. Understand the interdependence of education and economics and the implications of economic growth for better appreciation of educational planning and co-operation in the implementation of the national education plans.
12. Appreciate the need for better economic and social incentives to teachers.

Outline syllabus

1. Social sciences:
   Their meaning, nature, scope and their methods of enquiry.
2. Agencies for education:
   (a) The school and other social groups as agencies for formal education.
   (b) Family, peer group, neighbourhood, community; state; club, church; work organization (farm, factory, shop, etc.); and mass media of communication: their role in the informal education of the child and the development of his personality.
3. Education and social change:
   Impact of technology and industrialization on customs, traditions and beliefs, including education as one agent of social, demographic, political and economic change.
4. Education and social mobility:
   (a) Relationship between education, industrialization and urbanization; the effect of these on social mobility.
   (b) Education of special groups and social mobility.
5. Interaction between school and society:
   (a) Social interaction in the classroom and the school.
   (b) Social tensions and conflicts: the role of education in combating prejudices, relieving tensions and promoting intergroup and international understanding and co-operation.

(c) The role of professional organizations in the growth of teachers.

6. The school and the community:
    (a) Discovering, mobilizing and utilizing community resources for educational purposes.

    (b) The role of the school in community development and as a centre of cultural and social life.

7. Education and national integration:
    The role of education in reducing group diversities and promoting national integration in harmony with the spirit of internationalism.

8. Education and the economic order:
    (a) Education as an investment; educational planning in terms of employment, manpower needs, and financial resources of the country.

    (b) Educational financing.

9. Incentives to teachers - economic and social:
    (a) Adequate salary; security of service; housing; provision against sickness, old age and unforeseen difficulties; provision of leisure and recreational facilities; tuition-free education at all stages for their children.

    (b) Measures to enhance the social prestige and status of teachers and promote their professional growth.

II

TEACHING MATERIALS AND METHODS, EVALUATION AND RESEARCH

Introduction

This course is a combination of four related areas directed towards a single purpose which is the improvement of the teaching-learning process. The areas involved are: A - Preparation, selection and use of various kinds of teaching materials, B - Teaching methods, C - Evaluation techniques for assessing achievement, and D - Simple research activities.

In order to build a basis for the various parts of this course, a unit on principles and procedures in curriculum development is included in the syllabus. It is suggested that, as far as teaching materials, teaching methods and evaluation techniques are concerned, a careful selection be made on the basis of national as well as local needs and requirements and the objectives aimed at. The activities recommended are an essential part of the teaching-learning process.

The various parts of this course, when integrated in the planning, organization and conduct of school programmes, would enable teachers to make a more valuable contribution towards achieving the objectives of education.

Objectives

A. The Unit on Teaching Materials is intended to help student teachers:

1. Acquire familiarity with textbooks, teaching manuals, teacher's guidebooks and other instructional materials available in their field.
2. Develop the skills required for the selection, improvisation, preparation and use of simple instructional materials and teaching aids.
3. Use community resources in organizing better teaching-learning experiences.

B. The Unit on Methods of Teaching is intended to help student teachers:

1. Acquire familiarity with the use of different methods and techniques of teaching and develop the ability to use a variety of approaches, methods and techniques considered appropriate in the country at particular levels of education.

2. Build up an enthusiastic and creative approach towards teaching.
3. Realize that the processes of learning are as important as the facts acquired.
4. Recognize that effective teaching cannot be reduced to a mere routine.
5. Realize that method is essentially personal to every teacher and that teaching involves the manipulation of a number of techniques as occasion demands.
6. Develop resourcefulness and confidence in tackling problems which may arise in the course of teaching.
7. Relate their own and their pupils' experience to the teaching-learning situation.

C. The Unit on Evaluation is intended to help student teachers:

1. Familiarize themselves with pertinent principles and methods of evaluation for educational purposes.
2. Prepare and use appropriate evaluation instruments for the assessment of student performance.
3. Develop ability to select and use available standardized evaluation instruments.
4. Examine, evaluate, and interpret test results using, wherever necessary, elementary statistical techniques.
5. Diagnose weaknesses and undertake remedial teaching work in their subject matter areas.

D. The Unit on Research is intended to help student teachers:

1. Acquire familiarity with the language of research and a knowledge of the elements of research methodology, including elementary statistics for education.
2. Effect improvements in the teaching-learning process in the light of available research evidence.
3. Carry out simple investigations on instructional and other school problems.

Outline syllabus

A. Teaching Materials

1. Principles and procedures in curriculum development.

a) Principles:

   (i) Consideration of (a) the needs of the child; (b) the requirements of the subject matter; (c) the needs and aspirations of the community; and (d) relevancy, contemporaneity and utility of the materials.

   (ii) Grading of subject matter, based on (a) psychological principles; (b) logic and sequence in content.

b) Procedures:

   (i) The need for involving specialists, teachers, administrators, laymen, and pupils in curriculum development.

   (ii) The need for criticism: trying out experimental materials in pilot schools; eliciting opinions from professional groups.

2. Techniques of locating, collecting and collating required information, including research findings.

3. Methods of preparing resource materials for teachers and supplementary materials for pupils.

4. Audio-visual aids: the need for improvising simple aids; locating, selecting, using and maintaining specific audio-visual aids like films, filmstrips, slides, radio and television.

B. Methods of Teaching

1. Traditional and modern methods: difference being essentially in the activities involved and the desirable abilities, skills, attitudes and values to be developed.

2. Techniques of teaching: the above methods involve certain techniques: oral teaching involving narration, description, explanation and demonstration; individual, group and collective approaches promoting inductive and deductive development; problem solving; exploration and discovery, and creative expression; group and panel discussions, seminars, workshops; programmed learning, team teaching and directed study plans; projects and other activity-oriented learning experiences.

3. The use of the textbook: criteria for selecting good textbooks; textbook recitation; textbook assignments; the use of single and multiple textbooks. The proper use of teachers' manuals and guides and of pupils' workbooks in teaching.

4. Techniques of teaching using audio-visual aids: the proper use of pictures, charts, maps, models, etc.; procedures involved in teaching through radio and television.

5. The art of questioning:

   (a) Teacher's questions: types, wording, distribution.

   (b) Children's questions: encouragement and proper utilization.

6. The art of presentation:

   Guidelines of procedure to be followed: objectives, specifications, provision of suitable teaching-learning experiences, and testing for the achievement of objectives.

7. Procedures involved in teaching skills to pupils:

   (a) Preparation: setting up the appropriate learning conditions.

   (b) Preparation: guiding or directing pupils' activities or experiences so that the aims of the lesson are realized.

   (c) Practice: practising what has been learned in the preceding step.

   (d) Application: using the knowledge or skills acquired.

   (e) Evaluation and follow-up in order to effect necessary corrections.

C. Evaluation

1. Uses of examinations and evaluation:

   (a) Motivation of students;
   (b) Diagnosis of students' weaknesses for remedial instruction;
   (c) Assessment of pupil growth;
   (d) Classification of students;
   (e) Certification of students;
   (f) Assessment of the realization of teaching objectives; and
   (g) Feedback of information for self-improvement of the teacher.

2. Evaluation instruments:

   (a) Characteristics of good evaluation instruments: validity, reliability, objectivity, ease of administration and ease in interpretation.

   (b) Standardized tests and their uses.

(c) Teacher-made tests: planning of tests, preparation of unit test blueprints and framing of test items in accordance with the objectives.

(d) The principles and procedures in administering and scoring achievement tests.

3. Simple principles of diagnostic testing and remedial teaching.

D. Research

1. The need for familiarizing teachers with the literature on educational research and studies.
2. A simple introduction to types of educational research.
3. The methods of action research:
    (a) to improve the teaching-learning process and school practices;
    (b) to solve simple problems in the school and community.

Suggested activities

A. 1. Practice in the many uses of chalkboards, flannel boards and flip charts as teaching aids.

2. Securing suitable teaching aids for use in actual teaching situations.
3. Collection, identification and labelling of specimens to be used in science.
4. Construction of charts, models and other similar appliances to be used in teaching.
5. Improvising materials for instructional purposes.

B. 1. The use of suitable techniques in the lecture room, classroom, workroom, laboratory, etc., by lecturers and student teachers.

2. Practice in the framing and sequencing of questions pertinent to various topics, or to the attainment of desired objectives.
3. Practical and timely demonstrations by lecturers and student teachers of teaching-learning procedures and the use, classification and maintenance of the various forms of audio-visual aids.
4. Learning to operate simple mechanical audio-visual and other equipment.

5. Practice in handling laboratory equipment and conducting laboratory and field experiments.
6. Carrying out field projects.
7. Examining and evaluating course outlines, manuals, guides and student workbooks.

C. 1. Framing good essay-type questions and new-type test items.

2. Practice in the preparation, administration, scoring and interpretation of various test instruments.
3. Evaluating essays by (a) general impression and (b) on the basis of a rating schedule, and comparing the results.
4. Studying school cumulative records (a) to find out their objectives; (b) to examine how best the records are to be made if they are to help realize the objectives; and (c) to examine how personality rating is done, for example, on a five-point rating scale.
5. Obtaining a working knowledge of at least one standardized achievement test in a subject area: how it is used and scored.

D. 1. Making abstracts of simple research studies.

2. Conducting simple case studies, surveys and other investigations.
3. Identifying problems for action research.
4. Conducting action research and reporting results.

III

SCHOOL ORGANIZATION AND ADMINISTRATION

Introduction

The present-day teacher is no longer confined within the four walls of the school: he is involved in many activities in addition to teaching. In order to perform his duties efficiently in conformity with the expectations of the school and the community and to play a creative role within the administrative and supervisory set-up, it is essential that he becomes familiar with the organization and administration of the school.

Further, every teacher should be aware of national development programmes, particularly educational plans, and of the relationship of these plans to the social and economic needs of the country. Such knowledge should lead him to (1) an appreciation of the role of his institution in achieving national objectives, and (2) an active participation in developing and implementing plans for his school in conformity with the aims and objectives of the national and provincial plans.

The course in school organization and administration should also help the student teacher to acquire a working knowledge of the educational system in his country, in order that he may (1) appreciate his role as a classroom teacher; (2) intelligently perform his multifarious duties in the school; and (3) participate in the activities of the community.

Such a course should essentially be of a practical nature. The basic principles of school organization and administration should be derived mainly through discussions based on the student teachers' observations, studies, and participation in the actual work of schools.

Objectives

The course should enable prospective teachers:

1. To help in the admission and grouping of pupils and the organization of classes.
2. To plan and prepare courses of study and teaching units and to choose suitable textbooks, supplementary materials and teaching aids.
3. To plan work schedules, programmes and time-tables.
4. To prepare and maintain essential records concerning pupils' attendance, academic progress, health, etc.

5. To know the policies and practices governing promotion and retention and to assess their worth with due regard to their impact on wastage.
6. To organize various activity groups and school activities such as school assemblies, celebrations, field trips, exhibitions, clubs, student government and others.
7. To help organize guidance and counselling programmes, health and other student personnel services.
8. To participate in special programmes designed to meet the needs of exceptional pupils.
9. To help establish suitable human relations for democratic living and leadership.
10. To help promote inter-school co-operation through inter-school visits, study groups, conferences, sports and games, and similar activities.
11. To work in collaboration with associations and agencies for school-community services.
12. To acquire some knowledge relating to the proper selection of school sites and planning of school buildings.
13. To familiarize themselves with a list of suitable classroom equipment and physical facilities for instructional purposes.
14. To participate in professional organizations and teacher welfare associations.
15. To familiarize themselves with development programmes in the field of educational planning at institutional, provincial and national levels and to appreciate the intrinsic and active role of the teacher in achieving national objectives.

In addition, the course should enable the student teachers to acquire (a) a background knowledge of school management in the country (which may include the functions and responsibilities of the Ministry or Department of Education, school boards, superintendents, supervisors or inspectors, principals or headmasters, department heads, and teachers); (b) a knowledge of the rules governing recruitment, promotion and service conditions of teachers; and (c) an awareness of their special role in the fulfilment of the national goals for education.

Outline syllabus

1. Agencies and procedures involved in the planning and preparation of courses of study and their adaptation to local needs and conditions; choice of textbooks, supplementary materials and teaching aids; the role of the teacher in these activities.

2. Planning of work schedules for maximum use of school facilities and for most effective learning; seasonal programmes, weekly schedules and daily timetables.
3. Admission procedures; methods of class organization - ability grouping, multigrade classes, the ungraded school.
4. Organization of various activity groups and school activities: school assemblies, celebrations, field trips, exhibitions, societies and clubs (including hobby groups), student government, etc.
5. School policies and regulations governing student conduct.
6. Organization of school services, such as medical and dental service, school canteen, school store, school bank, guidance and counselling service, etc.
7. Essential records, registers and forms (including teachers' diaries, students' health records, cumulative records of students and progress reports); arrangements for their maintenance and/or issuance; and their use.
8. Organization and administration of the evaluation programme; policies and practices governing the promotion and retention of pupils.
9. Organization of special education programmes.
10. Organization for inter-school co-operation in such activities as games, athletics, exhibitions, teachers' study groups and conferences, inter-school visits, etc.; new practices in pooling and sharing of resources, for example: organizing common audio-visual centres, book banks, teaching materials centres, etc., in a school system.
11. Staff council: its composition, functions and responsibilities; provisions for in-service growth and development of staff members.
12. Organizing the school for community service: the parent-teacher association and/or the school-community council.
13. Professional organizations and teacher-welfare associations - need for organizing and participating in them.
14. Important educational and hygienic considerations in the selection of a school site and in the planning and construction of school buildings; landscaping of school campus and beautification and care of buildings.
15. Provision, equipment and care of classrooms, subject rooms, laboratories, workshops, libraries, museums, gymnasiums, auditoriums, office rooms, store rooms, lunch rooms, health clinics, toilet rooms, playgrounds, etc.

16. A brief introduction to the educational system in the country with a view to show how schools are - and should be - organized and administered; the following aspects should be stressed:
    - (a) The constitutional and legal bases of the educational system;
    - (b) The administrative and supervisory set-up, together with all important regulations affecting the operation of schools;
    - (c) The educational levels and the different types of institutions for academic and vocational education;
    - (d) The problems (peculiar to the country) which affect educational progress.
17. Types of school management; administrative functions and responsibilities of (a) the local superintendent or supervisor of schools, (b) the board of management or governors, if any, (c) the school principal or headmaster, (d) school departmental heads, if any, and (e) the teachers. Principles of efficient school organization: delegation of powers, sharing of responsibilities, human relations. Responsibilities of the local community to the school and of the school to the community.

Suggested activities

The activities to be undertaken in this course should be interwoven with the various units of the syllabus, since the course is to be based very largely on the observations and studies made by student teachers in the laboratory and co-operating schools as well as in other schools which they will be visiting from time to time. All facilities and encouragement should be provided for them to participate in existing school activities and to organize new ones if necessary, and to make studies of various aspects of school organization and administration. Groups of student teachers may be required to report to the class on different aspects of the organization and operation of the schools studied by them. On the basis of these reports, they should be helped to draw up principles and recommendations for evolving better organizational and administrative practices.

IV

STUDENT TEACHING

Introduction

General recognition of the key role of student teaching in teacher preparation is reflected in the frequent reference to it as the 'cornerstone' of the programme of teacher education. It is so important indeed that it should constitute the focus towards which all the other parts of the programme of teacher education should converge. Many of the ideas propounded by the teacher educator as a theoretician, which have practical implications for the teacher's work, can be and should be tried out in the classroom by the student teacher under his expert guidance and assistance. Hence, every teacher educator, who has a part to play in this total programme, should regard student teaching as the crucial phase in the prospective teacher's preparation.

By its very nature, the programme of student teaching is practical, but there are some fundamental principles of organization and administration of the programme that teacher educators need to keep in mind if student teachers are to benefit maximally from it.

Objectives

Generally stated, the programme of student teaching aims at preparing prospective teachers to assume, with a measure of confidence and competence, the multifarious tasks and duties of their calling.

More specifically, it aims at preparing them adequately, through a programme of practical training, to be able to:

1. Understand children and develop a liking for them.
2. Adapt the courses of instruction, which they have to handle, to the needs and capacities of their pupils collectively as well as individually.
3. Plan teaching and lessons.
4. Select, devise, and prepare the teaching materials and aids that they need in their teaching.
5. Make effective use of local resources and materials.
6. Choose appropriate teaching methods and techniques.

7. Exercise an experimental and creative approach towards their work.
8. Use, with skill, appropriate means for assessing the effectiveness of their teaching as well as the progress of their pupils.
9. Diagnose the scholastic difficulties of pupils and provide guidance and remedial instruction to those who need them.
10. Study objectively and deal effectively with the behaviour problems of pupils.
11. Acquire skills in democratic classroom management and conduct of pupil activities.
12. Participate actively and effectively in the various instructional and non-instructional programmes and activities of the school in which they will be serving.
13. Carry out effectively the duties and responsibilities involved in school organization and management.
14. Establish good human relations with parents and other members of the community.
15. Acquire desirable professional attitudes.
16. Use their experiences for a continuous reappraisal of their educational ideas and practices for self-development.

Scope of student teaching

1. Guided observation:
    - (a) Of demonstration teaching by teacher educators.
    - (b) Of demonstration classes as well as regular teaching by teachers in selected co-operating schools.
    - (c) Of 'discussion lessons' by student teachers.

    This part of the programme should be organized with a view to exposing the student teachers to a variety of teaching-learning situations and to different approaches to teaching and communication techniques.

2. Induction into the teaching process, preferably in a laboratory school attached to the training institution, in order to provide:
    - (a) Practice in planning teaching units.
    - (b) Practice in planning lessons.

(c) Experience of teaching, by assisting regular teachers in their class work in such ways as:
    (i) Selecting, devising, preparing and organizing teaching materials and aids;
    (ii) Attending to difficulties of individual pupils;
    (iii) Correcting class exercises and homework of pupils;
    (iv) Handling routine matters;
    (v) Taking over part of the teaching, including chalkboard work;
    (vi) Preparing and using evaluative materials.

3. Practice teaching, on-campus (that is, in the laboratory school) and/or off-campus (in selected co-operating schools).

During such practice teaching, student teachers will, under the general direction and supervision of the respective class teachers, assume increasing responsibility for teaching the units assigned to them. They will also be entrusted with promoting a wholesome classroom climate, selecting, devising and preparing teaching materials, experimenting with various classroom techniques, preparing and administering quizzes and tests and assessing the pupils' scripts, assigning and checking class exercises and homework, providing remedial instruction, maintaining class registers and records, etc. They will be encouraged to try the action research approach to improve their classroom practice.

4. Active participation in the total programme of the co-operating school. This will include involvement in:

(a) School's curricular activities such as the physical education programme, the programme in practical arts (including school gardening and/or agriculture), field trips in connection with the curriculum in social studies, science, etc.

(b) Activities of the school library and museum.

(c) School's programme of co-curricular activities such as camps, excursions, celebrations, socials, etc. organized through clubs, societies, hobby groups.

(d) Meetings and other activities of the school staff.

(e) Activities of the school's parent-teacher association.

(f) School's ancillary services such as the dental and medical services, the canteen, the co-operative store, the school bank, the guidance and counselling service, etc.

(g) School's community development projects and other community activities.

(h) Activities for the promotion of good public relations.

There is scope in this part of the programme for planning and conducting simple investigations and experiments.

Stages in the student teaching programme

1. Theoretical preparation for student teaching through such basic or required courses or units as: aims of education, psychology of learning, child psychology, methods of teaching, methods of evaluation, and school organization. During this phase, it is desirable to provide student teachers with some opportunities for observation of children as well as of trial teaching, mainly but not exclusively in the laboratory school attached to the training institution.

2. Orientation to student teaching: the purpose of such orientation is to acquaint student teachers with (a) the scope of the student teaching programme, including observation of teaching; (b) their responsibilities towards their supervisors, including the co-operating teachers; (c) their responsibilities towards pupils and parents; (d) the extent and kind of assistance and guidance they can expect from the principal and the teachers of the co-operating school on the one hand, and from the staff of the training institution on the other.

3. Induction into the teaching process, the purpose of this phase being to induct the student teacher, gradually but effectively, into the next phase of responsibility for handling a class on his own.

   The scope of the student teacher's activities during this phase has been outlined above in the preceding section, paragraph 2.

4. Student teaching (proper): this includes (a) practice teaching and (b) participation in the total programme of the co-operating school. The scope of the student teacher's responsibilities during this phase has been outlined in the previous section, paragraphs 3 and 4. At this stage, it is useful to hold conferences and tutorials with groups of student teachers to discuss their experiences, difficulties and problems, and to use their own experiences for a reappraisal of the principles learnt in the theory courses. At the end of this phase, it is also helpful to require every student to submit an evaluation report on his student teaching experiences.

5. Post-student-teaching seminar: The main purpose of such a seminar at the end of the student teaching programme is to hear the student teachers' reports for reviewing the programme as a whole and for discussing their common as well as individual strengths and weaknesses in order to give them and the faculty the necessary guidance and help in overcoming observed weaknesses. The student teachers who need improvement may then be provided with further opportunities for guided practice teaching so that they can acquire the competencies which they lack. The additional facilities and assistance required to be provided to the student teachers by the training institution and the co-operating schools, in order to make student teaching a more meaningful and more useful experience to them in their efforts to become skilled and competent teachers, could also be assessed.

Organization of the student teaching programme

The following are some of the relevant factors that should be carefully considered in organizing an effective programme of student teaching:

1. Criteria for the choice of co-operating schools:
    - (a) Willingness of their staff to co-operate.
    - (b) Competence of the staff.
    - (c) Adequacy of equipment and other physical facilities.
    - (d) Proximity to the training institution, to facilitate proper supervision of student teachers.
2. Proper choice of co-operating teachers on the basis of:
    - (a) Their competence as teachers and as supervisors.
    - (b) Their willingness to co-operate.
    - (c) Their known positive attitudes to teaching.
    - (d) Their sympathetic understanding of the problems of student teachers.
3. Involvement of the staff of the training institution in student teaching through:
    - (a) Preparation, by means of the course they conduct, of the student teachers for the tasks and difficulties to be faced.
    - (b) Demonstration teaching and participation in regular school teaching.
    - (c) Guidance of student teachers in their observation of children and of teaching.

  - (d) Guidance in the planning of schemes of work and the preparation of lessons with an emphasis on their general and specific objectives.
  - (e) Supervision of student teaching to ensure the effective use of methods, techniques and procedures recommended by them in their theory classes.
  - (f) Evaluation of student teaching.

4. Providing student teachers with proper guidelines for student teaching. These include:
   - (a) Detailed information about the scope of the student teaching programme and the responsibilities of the student teachers during the period of student teaching.
   - (b) Guidelines for observation of children.
   - (c) Guidelines for observation of teaching.
   - (d) Suggestions for the preparation of schemes of work and lesson notes.
   - (e) A self-rating scale for periodical evaluation of their own progress.
   - (f) Guidelines on professional conduct.

   All this and other useful information could be embodied in a single Manual on Student Teaching.
5. Making suitable allocations of schools, classes and the time required for practice teaching on the basis of the student teachers' needs, interests and capacities and other relevant considerations.
6. Ensuring that sufficient time is given to student teaching, commensurate with its importance in the total programme of teacher training.

Supervision and evaluation of student teaching

The following guiding principles are recommended for the effective supervision and evaluation of student teaching:

1. Guidance, not evaluation, should be regarded as the primary purpose of supervision of student teaching.
2. Responsibility for supervision should rest upon the staff of the training institution in co-operation with the teachers in the school and the inspectors or supervisors of schools.

Supervision has to be judged as adequate and effective, in terms of the quality of the guidance provided to the student teachers.

3. Ample opportunities should be provided for on-the-spot group discussion of classes taken by student teachers.

4. Supervision should cover all activities of the student teacher during the student teaching programme and should not be limited to his class work only.

5. Evaluation of student teaching should be made in terms of the all-round personal and professional growth and development of the student and not merely in terms of his competence as a classroom teacher.

6. It is necessary to develop and use effective evaluation techniques and tools for the assessment of student teaching.

7. Student teachers should periodically be acquainted with their progress in the several areas of student teaching.

8. It is necessary to define as clearly as possible the responsibilities of the various persons involved in the evaluation of student teaching, particularly of the head of the training institution, the staff of the training institution, the head of the co-operating school and the co-operating school teachers.

9. For a fair appraisal of a student teacher's ability to teach, there are strong reasons to uphold the view that the final award should reflect the degree of competence he has attained at the end of the programme rather than the average of the grades received by him in the course of his practice teaching.

Finally it is felt that practice teaching of student teachers must not end upon graduation: a probationary period of teaching in a school after graduation should be introduced.

V

COMMUNITY AND ADULT EDUCATION

In a community in a socio-economic transition the need for education is not confined to children only: it exists at all age levels in the population. A programme for teacher education should give due consideration to this fact, and must also prepare teachers for adult education of a different kind such as functional literacy, health education, etc. This is justifiable as community influences are critically important for the success of any programme of school education. Besides, the teacher should be prepared for collaboration with other agencies and personnel concerned with community development.

A. COMMUNITY EDUCATION

Introduction

The impact of technological progress compels man in the developing countries to submit to social change. Education therefore must prepare the individual for active participation in the transformation of his community and fulfillment of personal as well as social needs in a changing society.

The emergent problems of the community must be a key factor in framing curricula needed to contribute to socio-economic development.

Objectives

The objective of the course is to help student teachers:

1. To understand the philosophy and concept of community education and its socio-economic purposes.
2. To realize how important community education should be for their country not only as an educational system (primary and secondary schools and higher education) but also as a programme for the socio-economic promotion of adults, i.e. of the community.
3. To acquire the knowledge and skills which will enable them to shape community education as an agency for progress both in rural and in urban neighbourhoods.

4. To get prepared to co-operate with other agencies already active in the social and economic development of the community.

Outline syllabus

1. Concepts of community education:

The unit provides for a comparative study of the concepts of community education, as they have been evolved in different countries at different stages of development.

2. Social and economic aims of community education:

   (a) The rural community: what is a rural community; its social and economic evolution; its present importance for rural development; agriculture (and the problems of land reform); stock-raising; rural handicrafts; cottage industries; rural co-operatives; health and sanitation problems; local government issues; working and living conditions of rural manpower; population shifts; rural youth instability; leisure-time activities of children, teen-agers and adults; modernization in rural regions.

   (b) The urban community: what is an urban community; Asian cities moving out of the past into the present age; social development and economic development; present-day issues; population shifts; the piecemeal pattern of urban society; urban poverty; the slums; juvenile delinquency; leisure-time activities in the cities.

3. Methods and techniques of community education:

   (a) Environmental studies: fundamentals and purposes; methods; individual research; team enquiries: the inter-disciplinary approach; community participation in environmental studies.

   (b) Community development: fundamentals and purposes; social and economic planning at the local level; setting priorities according to short- and long-term needs of the community; implementation of projects with all members of the community (children, adolescents and adults) participating.

4. Community education and the school:

   (a) Role of the rural and the urban school; community teaching; pupils' participation in the life of the community; adults' participation in community activities of the school.

   (b) Community orientation in high school and university education.

   (c) Community orientation in technical education.

5. Mass media and community education.
6. Community education and the concept of continuing education.

B. OUT-OF-SCHOOL EDUCATION

I. Adult Education

Introduction

The importance of adult education, specially in the developing countries, has been recognized by most governments, but very often the emphasis is mainly on mass literacy. The course on adult education which, in this curriculum, has purposely been linked to community education, should enable prospective teachers to appreciate the need for enlarging the meaning and scope of adult education in the context of socio-economic development. It should also enable teachers to realize the potentialities of capable adults, even when they are illiterate, in effecting social change and development, if they are properly involved in suitable programmes.

Objectives

The course on Adult Education should help student teachers:

1. To realize that there is a great need for adult education workers, specially literacy teachers, in the developing countries of Asia.
2. To become familiar with the nature, scope, potentialities, and the on-going programmes and problems of adult education in their country.
3. To acquire the insights and master the skills required for effective adult education work.

Outline syllabus

1. Nature and scope of adult education: literacy teaching; health education; family life education and family planning; education for citizenship and social living; vocational training; training for participation in community recreational and cultural activities.
2. The importance of adult education in national development.
3. The psychology of the illiterate adult and of the working man; the problem of the motivation of adults.

4. Materials, methods, and techniques of adult education, including continuing education and education for leisure.

5. Literacy teaching: the meaning of literacy and the goals of literacy teaching; problems involved in organizing literacy teaching; the new concept of functional (or work-oriented) literacy and its implications for the organization of literacy classes; preparation and proper use of materials for literacy teaching; methods and techniques of literacy; importance of follow-up work and its different forms.

6. Evaluation of adult education programmes: basic principles.

II. Functional Literacy

Introduction

One of the greatest problems faced by educational administrators in the organization of programmes of illiteracy eradication derives from the great shortage of competent literacy teachers. There is, therefore, a real need for developing an effective course of training that could be offered by teacher training institutions to prospective teachers wishing to specialize in literacy work, or by other social welfare organizations to voluntary or paid literacy workers.

The course should not be too theoretical, and should provide sufficient practical training to give prospective teachers not only the necessary confidence and desire to volunteer their services for literacy work, but also the skills needed for such work.

Objectives

The course should enable prospective teachers:

1. To carry out studies of specific environments with a view to planning literacy programmes.
2. To organize functional literacy programmes in their own communities.
3. To conduct and evaluate literacy programme in a given community.

Outline syllabus

1. Theoretical lessons

    (a) Extent of illiteracy in the country.

(b) The traditional concept of literacy; the historical development of adult literacy work and some pioneering efforts in literacy teaching, e.g. the Laubach approach.

(c) The concept and scope of functional literacy: quantitative and qualitative definitions.

(d) Goals of literacy teaching: (i) acquiring speed and fluency in reading; (ii) developing comprehension; (iii) developing correct and clear expression, both oral and written; (iv) developing social awareness and other desirable attitudes and skills; (v) developing skill in the use of numbers and fundamental operations in arithmetic; (vi) relating literacy teaching to everyday life and to the adult's vocational interests.

(e) Basic problems in teaching adults to read and write; ways and means of motivating adults to learn to read.

(f) Psychological theories of the reading process.

(g) Reading interests of adults; the nature of reading materials for adult illiterates; principles governing the preparation (or selection) and use of instructional materials: (i) primers; (ii) supplementary readers.

(h) Methods of literacy teaching.

(i) Methods of integrating literacy instruction with the vocational and other development-oriented aspects of training.

(j) Evaluation of progress of literacy students; tests and examinations and self-evaluation.

(k) Importance of follow-up work; developing the reading habit; supervised reading; preparation of literature for new literates; post-literacy programmes: libraries and reading centres, mobile libraries, reading circles, newspapers and periodicals for new literates; continuation classes, adult schools, workers' education institutes, etc. The problem of relapsed literates and how to deal with them.

(l) Problems of organization and administration. Functions of various government departments and of voluntary organizations; the role of teachers, parent-teacher associations, women's organizations, religious and civic groups, students' organizations and youth clubs in promoting literacy; community co-operation in literacy programmes. Special problems of programmes for adult women. Supervision and assessment of literacy programmes; maintenance of records of literacy students; certification of literates; maintenance of proper statistics of new literates. Financing literacy programmes.

(m) Significant experiments and pilot projects in literacy work.

2. Practical training (if this is not already ensured in connection with other courses such as community education, rural sociology, etc.)

   (a) Acquaintance with a selected local community, followed by a study of different aspects of community life through observations, interviews and questionnaires.

   (b) Participation in selected community development projects.

   (c) Visits to projects linking literacy with vocational training, agricultural or industrial production, etc.

   (d) Critical examination of available texts for literacy teaching.

   (e) Preparation of improved reading materials for use in literacy teaching; use of the workshop techniques for team projects for this purpose.

   (f) Preparation of teaching aids such as flash cards, posters, charts, flannelgraph materials, wall newspapers, etc. for use in literacy teaching, and of follow-up materials.

   (g) Training in the use of audio-visual equipment and popular mass media.

   (h) Practical training in group dynamics: participation in buzz groups, role playing, peer evaluation and inter-group activities.

   (i) Practical training in the preparation and use of tests and other evaluative materials and devices in literacy teaching.

   (j) Organization of co-curricular activities such as folk drama, puppet plays, folk music, folk dancing, etc.

   (k) Practice teaching, observation of demonstration classes.

VI

HEALTH AND PHYSICAL EDUCATION

Introduction

Health education is the process through which what is known about health is translated into desirable individual and community patterns of living. Its major objective is to help people achieve good health and physical well-being through their own actions and efforts.

In this suggested syllabus matters pertaining to mental health have been omitted because they are included in the course on the Psychological Foundations of Education.

The general health of a community reflects the well-being of each individual in it. Therefore the training given to student teachers in both the theory and practice of health programmes is of paramount importance as through their pupils strong influences will be conveyed to whole families.

A. HEALTH EDUCATION

Objectives

The course in health education aims at developing competencies in the three phases of the school health programme, viz: health instruction, healthful school living and health services. It is important that the national objectives for health be kept in mind so that planning of what is to be taught fits into the general pattern.

1. Health instruction

The course should help prospective teachers:

(a) To identify the health needs and interests of pupils as well as those of the community in which they live and to translate them into curricular concepts, attitudes and skills.

(b) To organize and guide learning experiences intended to meet these health needs and interests.

(c) To link health experiences in school with the community health programmes.

(d) To promote the carry-over of health experiences in the school to the home and community.

2. Healthful school living

The course should help prospective teachers:

(a) To co-operate with parents, school administrators, other school personnel and community agencies such as pilot health centres and village councils in creating and maintaining a healthful environment.

(b) To work with school staff and students in planning and organizing a healthful school day and organizing co-curricular activities which will promote hygienic living.

(c) To assist in planning and conducting a continuous appraisal of the school environment in order to ensure the improvement of health conditions.

3. Health services

The course should help prospective teachers:

(a) To observe children for evidence of normal growth and development, normal vision and hearing, and good nutrition and eating habits.

(b) To recognize, for the purpose of referring cases to physician and nurse, possible defects and deviations from normal health.

(c) To conduct screening procedures, such as testing vision and hearing and measuring height and weight.

(d) To maintain and use pupils' health records for health guidance.

(e) To administer first aid and take remedial measures in emergencies.

Outline syllabus

1. Problems of children and youth in the school and the community

(a) Human body and nutrition:

(i) Constituents of the human body; needs of the human body; functions of food; essential nutrients and their functions; food values of various local foods and the preservation of these values through proper management and cooking; the concept of balanced diet.

(ii) The teaching of nutrition at school; the school garden and school meals; analysis of food properties; experiments with rats to show the effects of malnutrition.

(iii) Nutritional problems of the community; a critical study of the food habits of the people and the role of the teacher in changing them; food fads and fallacies; food sanitation.

(iv) Food for expectant and lactating mothers; special diets for the sick and the aged, for slimming, and for gaining weight.

(b) Communicable diseases:

Nature of communicable diseases, and their transmission; the disease process (causes, signs and symptoms); general preventive measures; prevention and control of specific diseases, particularly childhood diseases.

(c) Environmental sanitation:

Refuse and sewage disposal; water supply and water sanitation; school and home sanitation (lighting, ventilation, cleanliness); control of household pests; food sanitation.

(d) Physical fitness:

Personal cleanliness and grooming (skin, hair, hands, feet, teeth, nails, clothing); exercise and posture (bones, muscles, feet, heart, lungs, etc.); planning a programme of suitable exercises for different groups and sexes; fatigue, its causes and effects; rest, relaxation, sleep; care of eyes, ears, nose and throat.

(e) Safety and first aid:

Accidents--their nature and causes; safety precautions in home, school and community; emergency care and first aid procedures; first aid kit.

(f) Family life education:

Problems associated with family living; health aspects of child rearing practices; sex education of children and youth, maternal and infant care, family planning.

2. Solving health problems through school and community co-operation

(a) The school health programme:

Objectives and philosophy of the school health programme; phases of the school health programme: healthful living, health service, health instruction; planning, organizing and implementing the programme.

(b) Coordination of the programme:

The school health team and its functions; the role of each team member with emphasis on the teacher's role; articulation of activities within the programme.

(c) Coordination with community agencies:

Relationships between home and school; school health services and private medical and dental services; school-community organization for health education.

(d) Evaluation of school health programme:

Evaluating the total programme; evaluating the outcomes of health instruction.

B. PHYSICAL EDUCATION

Objectives

The course should help prospective teachers:

1. To get a clear understanding of the social motivation of modern physical education.
2. To realize the value and purpose of training in basic physical skills and the relationship of these skills to the games played in the country.
3. To acquire skills in the instruction of basic physical skills in games, sports, etc., according to their abilities.
4. To appreciate the contribution of physical exercise to general health and well-being.
5. To realize the value of physical education in developing traits of character such as sportsmanship, team spirit, endurance, etc.

Outline syllabus

1. Modern physical education; its meaning, principles, and aims. The need to stress the concomitant outcomes of a good physical education programme, such as appreciation for wholesome living, self-expression, self-control, integrity, leadership and *esprit de corps*. A survey of past practices and present trends in physical education.

2. Physical exercises and drill: their place in physical education.
3. Play: its meaning and underlying psychology; play activities for different age groups; major and minor games; the place of indigenous games; athletics; recreational activities; the value and place of eurythmics and folk dancing in the physical education programme; the value of group games.
4. The place of hiking, camping, climbing, and similar outdoor activities in physical education.
5. Facilities and equipment for physical education.
6. Methods in physical education: the value of demonstrations; the value of filmstrips and films in providing a better understanding of the subject.
7. Organization and conduct of school and inter-schools competitions and tournaments.
8. Principles of effective organization and administration of physical education in schools.

VII

PRACTICAL ARTS

A course in practical arts is recommended for inclusion in the professional preparation of all teachers. It is not intended as a specialised course for preparing teachers of practical arts but rather as a component in the general education of all teachers.

The course will introduce student teachers to the basic operations in agriculture and animal husbandary as well as handicrafts and industrial arts. It will help prospective teachers appreciate the ways of life, and problems, of communities in rural and urban areas and participate in community work. The skills acquired through this course will be equally useful to them in their work in the schools - in the school garden, laboratory or workshop.

Objectives

The course on Practical Arts aims at helping student teachers:

1. To acquire a working knowledge of the principles and techniques necessary in the various areas of practical arts.
2. To gain knowledge of and experience in the availability and use of local raw materials that can be economically developed into useful home industries.
3. To acquire ability and skill in carrying out the basic operations, including the handling of tools and machinery, in order to produce materials.
4. To study and practice the cultivation, distribution and disposal of produce.
5. To gain knowledge about modern techniques of cultivation, production and distribution.
6. Through a programme of practical work, to develop the capacity to participate in community development work in rural areas.
7. To be able to make the teaching of practical arts functional and effective by co-ordinating local needs, conditions and resources of the community with related school activities.
8. To make profitable use of leisure time.

Course content

Since the content of the course in practical arts must be related to local conditions even more intimately than that of other courses, no attempt is made here to suggest the specific units that should be included in it. Certain broad guidelines are however given below.

1. The course should include elementary agriculture, animal husbandry, handicrafts and industrial arts. It should be based on practical work experiences rather than on textbook learning - doing the practical arts rather than reading about them.
2. Elementary agriculture should include basic operations related to preparation and care of soil, seeds, plants and to methods of cultivation, harvesting, marketing and distribution. The units in animal husbandry should be designed to impart knowledge of the various types and characteristics of domestic animals found in the area, of the basic operations in successful rearing, feeding and care, and of the economic and marketing aspects.
3. Handicrafts and industrial arts units should deal with the fundamental knowledge, abilities and skills in the construction of handicraft articles and execution of projects through the best use of local materials available in the community so that student teachers can effectively conduct the educational programme of the community schools in the promotion of home industries. It is not intended that they be given training in all the various types of craftwork suggested, and only those appropriate to local conditions will be selected.
    - (a) Handicrafts using local materials (toy craft, bamboo, basketry, rattan craft, weaving, coir and abaca fiber craft, coconut and shell craft, woodworking, carving and inlaying, leather craft, net and braiding, clay and soap crafts and wire craft).
    - (b) Sheet metal and aluminum work.
    - (c) Home mechanics.
    - (d) Elementary electricity.
    - (e) Fundamental processes.
    - (f) Bookbinding.
    - (g) Block printing.

VIII

EDUCATION FOR RECREATION AND LEISURE

Introduction

Aesthetic studies refer to subjects such as art and craft, music, dance and drama. The studies are of vital importance for teachers both for personal development and for effective teaching. They introduce the students to the finer things in life.

Every human being has some creative potential and it is the task of the educator to provide the situations whereby that potential can be extended or developed in an atmosphere of freedom.

Art and craft go hand in hand with the stages of human development. Their significance lies in strengthening and supporting the drives of children and providing opportunities for learning by doing, observation and discussion. They play an important part in the integration of all subject areas.

The creative approach encourages the habit of divergent thinking and develops flexibility and fluency in expression. The ability to synthesize is brought out in organizing several elements in a new form. Because of the above attributes, the exploration and use of materials as a form of expression and communication have much to offer in individual and social development.

The skills should be taught when there is need for them and not at set stages. The student teachers' programmes should cover as wide a range of experiences as practicable in the various forms of art expression.

Today's school aims at the realization of a strong commitment to the full development of the person not only through a mastery of the basic skills but also through those programmes which will lead one to develop a system of personal values and appreciation of mankind cultural heritage.

There is a need both to equip teachers for the presentation of the arts as a part of the curriculum and to create a climate in the schools in which the performing arts can flourish with the active involvement of the pupils. Teachers must be trained to have a better understanding, appreciation and acceptance of these arts and the creative process. This creative process must be generated in the classroom. The training programme should also accommodate performing artists who would now wish to learn how to impart their skills to various kinds of learners.

It is believed that music, dance and drama provide the catalyst that has long been sought in education, the motivational spark that can touch off and liberate the innermost sensitivities of youth, as special means of self-achievement distinct from traditional classroom activities.

In teaching the course it would be useful if the three different art forms were judiciously integrated into a meaningful whole.

A. ART AND CRAFT

Objectives

The course should help student teachers:

1. Enrich their own personalities by developing art consciousness so that they may enjoy their lives and develop refined social behaviour.
2. Express their ideas and experiences creatively through a wide range of media.
3. Experiment with local and other materials so that the qualities and potentials of these materials are realized as suitable for particular forms of expression.
4. Develop aesthetic sensitivity in the home, school and community environments.
5. Develop international understanding by knowing the works of artists in different countries and by promoting the exchange of paintings among children of different countries.
6. Organize and use scrap material to produce artistic forms.
7. Develop the ability to prepare diagrams, illustrations, models, and other teaching aids artistically.
8. Know which skills can be appropriately taught at the various stages of child development.
9. Cultivate sensitivity to art as an outlet for the emotions and develop tolerance in the appreciation of art forms.
10. Develop pride in craftsmanship.
11. Use art as an integrating agent in teaching-learning activities.

Outline syllabus and activities

Principles of design and harmony.

Selection and preparation of materials suitable for carving, shaping, whittling, painting and drawing.

Using various art media and techniques to express one's sensitivity in a wide variety of art activities, such as carving, modelling, printing, painting and portrayal, using suitable materials including scrap.

Use of indigenous materials such as fibres, wood, bamboo, seeds and shells for making decorative or useful objects including toys, and visual aids.

Observation of children of different age groups engaged in art work; collecting and studying a wide range of children's art work to find the correlation between performance in art and general level of development; encouraging individual children to tell the story of their own production.

Developing appreciation through observing and discussing samples of art; making a collection of materials having appealing shapes, colours, and textures; making a scrapbook or album of pictures of beautiful objects.

Applying the knowledge gained in the arts and crafts in varied school activities.

Visiting museums and art galleries.

Evaluating children's art from the point of view of children, keeping in mind: (a) the wise use of local materials; (b) creativity; (c) boldness; and (d) clarity.

B. MUSIC, DANCE AND DRAMA

I. Music

Objectives

The course should help the student teachers:

1. Appreciate music as a means of enjoyment and expression.
2. Develop an awareness of patterns of sound as an aesthetic component in the world of experience.
3. Develop the ability to sing as a requirement in teaching music.

4. Explore those forms of music which contribute toward musical growth.
5. Develop musical ability through studies of such elements as are necessary for participating in the school's programme of music education, and acquire the necessary skills for imparting an elementary knowledge of music.
6. Get some acquaintance with the music of other nations as well as of their own and thereby develop a sense of international understanding and fellowship.
7. Build effective habits of group participation and group loyalty through membership in instrumental or choral groups.

Outline syllabus and activities

Development of musicality: building of attitudes, skills, knowledge, and insights; musical concepts including melody, rhythm, form, harmony and style.

Nature and scope of a music programme: singing; acquiring basic skills in score reading, listening and appreciating; playing and dramatizing; organizing and presenting a wide variety of programmes covering periods and styles in diverse forms and cultures. Each activity and each experience should contribute, in its own way, toward promoting the abilities and positive attitudes necessary for music response and expression.

Basic principles for singing, listening, playing musical instruments, and creative expression; choice or improvization of materials needed for carrying out the activities involved in the music education programme.

Evaluation of the programme in the light of the objectives.

II. Dance and Drama

Objectives

The course should help the student teachers:

1. Develop sufficient aesthetic sensitivity to understand themselves better and to communicate more effectively with others through dance and drama.
2. Discover the intrinsic characteristics of dance and drama and relate them to other aspects of culture.
3. Develop a fuller appreciation for dance and drama.

4. Learn the mechanics of dance and drama and the best way of integrating dance and drama with the subjects of the curriculum.
5. Develop the ability to help children participate in dance and drama.
6. Know the factors which are essential for effective dance and drama presentations and for building a repertoire of dances and drama suitable to different age levels in school.
7. Develop grace and a system of values as a result of their participation in these arts.

Outline syllabus and activities

A brief introduction to the dance and drama of the country.

Nature and scope of dance and drama: modern and older forms; folk dance and drama (including impromptu acting); dance and drama as forms of communication and expression; dance and drama as educational media.

Methods in the teaching of dance and drama: the content of the art is to be made the basis of the techniques of teaching them.

Contributions of local, national and international performing arts groups.

Planning school programmes or assemblies, culminating activities, etc.

Participating in the activities of a production or dance repertory of a school or local or community group for training in designing, costuming, stagecraft, etc.

Taking children to art centres and providing opportunities for performing artists to fit into school programmes, both curricular and co-curricular.

Evaluation of the impact of dance and drama on the students' development.

Note: The real test as to whether the necessary attitudes, knowledge and skills have been gained by the student teachers, will be found in the extent to which they help the schools to succeed in making drama, music and dance a regular feature of community life.